

## How can we live more sustainably?

Year 3 - Geography - Autumn 2

	Key Objective:	Start of unit	End of unit
1 2 3	Can I explain where our energy and natural resources come from?		
	Can I identify and sequence a range of settlement sizes, from Millbrook to Manchester, Greater Manchester, UK and Europe?		
	Can I locate where we live in the UK on a map, using location vocabulary such as North West and the names of nearby counties?		
	Can I make a map of a short route with features in the correct order and in the correct places?		
	Can I use large scale maps with confidence?		
	Can I describe some renewable and non-renewable energy sources?		

Can I identify an important environmental issue?	
Can I carry out group fieldwork in the local area linked to a local environmental issue?	
Can I present information collected in fieldwork using simple graphs?	



## Why do some earthquakes cause more damage than others?

	Key Objective:	Start of unit	End of unit
<b>☆</b>	Can I use simple geographical vocabulary to describe how the physical environment is changed by earthquakes?		
	Can I explain how earthquakes can cause hazards to people?		
	Can I describe some of the advantages and disadvantages of living in an earthquake/volcano zone?		
	Can I explain why Chile is different to Haiti?		



## Why is Jane's house only worth £1?

Year 3 - Geography - Summer 2

	Key Objective:	Start of unit	End of unit
	Can I use simple geographical vocabulary to describe how the physical environment is changed by erosion?		
<b>₩</b>	Can I locate and describe some human and physical characteristics of the UK?		
	Can I describe the physical and human geography of the UK and how it's human and physical environments are different?		
	Can I explain how coastal erosion can cause hazards to people?		
	Can I describe some of the advantages and disadvantages of living in a coastal erosion area?		
	Can I describe some of the characteristics of coastal towns?		